



State of Arizona  
Department of Education

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TO: Superintendents/Administrators  
Federal Programs Coordinators  
Business Managers

FROM: Academic Support Division  
Ralph Romero, Director of Operations  
Kathryn Stevens, Director of Programs

RE: *No Child Left Behind Act of 2001*(NCLB)

This communication will provide some key information regarding the implementation of the *No Child Left Behind Act of 2001* (NCLB), the reauthorization of the *Elementary and Secondary Education Act of 1965* (ESEA). In March 2002, Superintendent Molera sent an overview of the priorities that the new law addresses and highlighted some of the changes in direction that NCLB will require. The U.S. Department of Education (USDE) has the challenging task to provide clarifying guidance and regulations that determine how states and LEAs put into action the law's requirements. The Arizona Department of Education (ADE) is committed to providing timely and accurate information so that we can work with Arizona's schools and LEAs to effectively implement the provisions of NCLB.

### **Effective Dates**

NCLB was signed January 8, 2002. The effective date for noncompetitive programs, such as Title I, is July 1, 2002. This is a shorter transition period than under previous reauthorizations. One exception is the provision under Title IA, Section 1119 regarding the qualifications of paraprofessionals in Title I programs. It became effective January 8, 2002 (see additional comments below).

### **What is ADE doing?**

1. State Plan - The new NCLB State Consolidated Plan is due to the USDE in the spring of 2003; in order to receive funding for FY2003, an interim plan/application had to be submitted by June 12, 2002. (The proposed plan/application requirements can be reviewed at <http://www.ed.gov/offices/OESE/esea/regsandguidance.html#cc> under the heading "Consolidated State Application.") After it is approved, this document will be posted on the ADE website: [www.ade.az.gov](http://www.ade.az.gov).
2. School and LEA Accountability - Inter-division work groups are collaborating with the Committee of Practitioners, the Arizona Legislature, the State Board of Education (State Board), and the USDE to develop a single state accountability system, as required by NCLB. In May 2002, the Legislature

passed amendments to the accountability system first established by Proposition 301. The ADE sought these changes to complete the framework for AZ LEARNS and to provide the State Board and the ADE the flexibility to develop the methodology for the classification categories under AZ LEARNS. In August 2002, the ADE will be requesting approval from the State Board for that methodology, which will accommodate the NCLB requirements for a definition of AYP and the development of procedures to identify schools for school improvement and for schools to improve achievement to move out of school/LEA improvement.

3. Program Allocations - Development or adjustment of allocation formulas for consolidated noncompetitive programs was required to be submitted to the USDE prior to or with the state's interim plan/application in June 2002. Affected new programs are Title II-A – Teacher Quality; Title II-D – Technology; Title III – English Language Acquisition; and Title V-A – Innovative Strategies. FY2003 allocations letters and application directions are included in this mailing.
4. Program Administration - Ad hoc committees within the Academic Support Division, plus our other consolidated programs partners, are developing recommendations to address new LEA Consolidated Plans, revising the Consolidated Application, implementing flexibility under Title VI (REAP and transferability); and transition activities in all programs. The requirements for the NCLB Interim LEA Consolidated Plan are included in this packet (see Attachment # 3).
5. Paraprofessional Training – (See also item 5, page 3 below.) Professional development advisory groups have been exploring methods of delivering appropriate training for paraprofessionals, including the potential development of a state assessment. More detailed guidance from USDE is anticipated to help the ADE determine the direction to take regarding the formal evaluation process of paraprofessionals.
6. Supplemental Services Providers – The ADE is required to compile a list of approved educational services providers to work with Title I-A-funded students through the use of approaches, techniques, and materials that are supported by scientifically based research (see Appendix C). The ADE is preparing the call for providers and the accompanying evaluation criteria.
7. The ADE prepared a draft application for the Reading First program that was submitted in June 2002. Upon receipt of funding, the ADE plans to initiate statewide activities that will coordinate with AZ READS and provide pre-application guidance for eligible LEAs prior to availability of the Reading First subgrants. For more information, visit the AZ Reads website: [www.ade.az.gov/azreads](http://www.ade.az.gov/azreads).

#### **What should an LEA do?**

1. Monitor the NCLB web page - USDE website at [www.ed.gov/offices/OESE/esea/](http://www.ed.gov/offices/OESE/esea/) for links to the complete NCLB law, an overview of provisions and changes by program, news releases, newly released guidance and regulations, and information on applications for both the state and direct-to-LEA grants. The ADE is currently posting NCLB information on the Academic Support Division website: [www.ade.az.gov/asd](http://www.ade.az.gov/asd).
2. Review the Program Summary – Fact Sheet for NCLB Programs (Attachment #1) to understand the critical changes that must be implemented for the upcoming school year.
3. Review the NCLB Allocations for 2003 Fiscal Year memo (Attachment #2).
4. Begin LEA Interim Plan Development – All LEAs are required to have an approved NCLB Interim LEA Consolidated Plan prior to receiving FY2003 consolidated program funds. The Interim Plans

will be a reflection of the state plan at the LEA level and will include the adoption of five required performance goals and performance indicators. Please share with your LEA staff, especially the interim planning committee, the goals and indicators under Performance Goals (Section 3) of the Guidance for the NCLB Interim LEA Consolidated Plan (Attachment #3). Specific information for preparing your interim plan (to be submitted on-line) is included. Program Specialists will review plans as they are received. Following NCLB Interim LEA Consolidated Plan approval, the NCLB FY2003 Consolidated Fiscal Application can be approved and funding will commence.

5. Study New Title I-A Requirements –

- a. Paraprofessionals **in programs supported by Title I** who are hired after January 8, 2002 must meet the new qualifications in Section 1119 (see Appendix A). Current staff members have four years to meet those qualifications. However, **all paraprofessionals must have a high school diploma or its equivalent**. For schoolwide programs, all paraprofessionals with instructional duties must meet these requirements. Exceptions are for those whose duties are translation, parent involvement activities, or other **non-instructional** support activities. The Director of Compensatory Education released preliminary information on April 28, 2002 (Attachment #7).
  - b. Highly qualified teachers – Beginning the first day of the 2002-2003 school year, all teachers newly hired to teach in a program supported by Title I-A funds must be “highly qualified” (see Appendix B). LEAs must develop a plan to ensure all teachers teaching core academic subjects are “highly qualified” within four years.
  - c. Parental Choice: Transportation - For LEAs with schools in School Improvement, the LEA must provide transportation if parents choose to transfer their student to a school that is not in School Improvement. (It is anticipated that USDE guidance will provide details on the practical application of this provision.)
  - d. Parental Choice: Supplemental Services – Low-income parents of students in a school in its second year of School Improvement may request supplemental educational services. A portion of the LEA’s Title I-A funds must be used to provide access to state-approved service providers (see item 6, page 2).
6. Conduct a Professional Development Needs Assessment per Section 2122 - Use the Title II-A Needs Assessment Results Form (Attachment #5). Each LEA will need to establish baseline data to determine its needs for professional development to be funded by NCLB programs. Professional development activities must be planned in collaboration with all relevant school personnel (teachers, principals, paraprofessionals) and parents. The reauthorized Title II-A, entitled Improving Teacher Quality, is no longer largely limited to professional development in the areas of mathematics and science. In allocating Title II-A funds to schools, LEAs must prioritize on the basis of the lowest proportion of highly qualified teachers, the largest average class sizes, or identification for School Improvement.

The former Class-size Reduction Program was separately funded, but it is now an allowable activity under Title II-A. For FY2003, and LEA’s Title II-A allocation will be comparable to a combination of funds received from the former Title II Eisenhower Math and Science program and the Class-size Reduction Program. An LEA may determine that, as a result of the needs assessment, the hiring of highly qualified teachers in order to reduce class size, particularly in the early grades, is the activity to be funded with Title II-A that will most contribute to the academic achievement of its students and continue to support teachers previously hired with class-size reduction funds. On the other hand,

class-size reduction funds will carry over into Title II-A and may be applied to any of the allowable activities under the new Title II-A – Improving Teacher Quality Program.

7. Examine the New Title III – Language Instruction for Limited English Proficient and Immigrant Students is a new program that replaces various Title VII competitive grants. Title III funds will be allocated based on numbers of English language learners (ELLs). In the NCLB FY2003 Consolidated Fiscal Application, LEAs may apply for these funds to supplement services to ELL students and to support programs that were funded by the former Emergency Immigrant Education Program (EIEP). LEAs with carryover funds from EIEP should plan to expend those funds under Title III activities.
8. Take Technology into Account – The Title II-D program has been added to the NCLB Consolidated Application for support of technology. LEAs will receive allocations that can be used for technology-related activities as outlined in their approved LEA Technology Plan.
9. Review the New Title V-A Innovative Strategies – This program replaces IASA Title VI Innovative Strategies and Targeted Reforms and expands the allowable activities from 9 to 27 choices (Attachment #1, page 9), including support of programs and services under Title I-A, Title II-A, Title II-D, Title III, and Title IV-A. As part of the NCLB Interim LEA Consolidated Plan, each LEA will indicate how it will choose among the allowable activities that are listed on the Title V-A Participation and Planned Allocation chart (Attachment #6). This chart must be submitted by November 15, 2002, and will be available on-line after August 15, 2002. For FY2003 LEAs not previously federally funded (designated as Cycle II), the chart must be submitted by May 30, 2003.
10. Prepare to Submit the NCLB FY2003 Consolidated Fiscal Application – (See Attachment #8.) Consolidated Fiscal Application includes the following programs:

Title I- A	Title II-A	Title II-D	Title III
Title IV-A	Title V-A	State Chemical Abuse	

Programs as they now appear under NCLB are described in Attachment #1. Separate applications for Title I-C Migrant and Title I-D Neglected and Delinquent programs will be available through the Grants Management system after July 15; eligible LEAs will receive information on how to apply for these programs.

11. Appoint an LEA Liaison for Homeless Students – NCLB Title X, Part C Amendments to the McKinney-Vento Homeless Education Act appoint a designated person to carry out activities to ensure that homeless students are afforded the same educational opportunities as other students. The responsibilities of the LEA Homeless Liaison are outlined in Appendix E.
12. All LEAs are eligible to participate in transferability of funds as described in Title VI-A (see Attachment #1, page 10). Explore the Flexibility Aspects of NCLB in Title VI-B – Rural LEAs can discover their eligibility to participate in REAP programs by checking Attachment #4.
13. Plan to Attend ADE-sponsored Training –NCLB Consolidated Plan development process, fiscal application requirements, and NCLB highlights will be covered. (See Attachment #9 to reserve your space at one of these regional trainings.)
14. Complete and submit NCLB Consolidated Fiscal Application on-line (see Attachment #8).

The *No Child Left Behind Act of 2001* provides a new opportunity for LEAs and the ADE to create a climate of achievement by increasing accountability at all levels, offering more choices for parents, emphasizing reading, and permitting greater flexibility in the use of federal funds by LEAs and the state. The Academic Support and Student Services Divisions and the Technology Unit will continue to provide information and guidance that we receive from the ED and other respected sources to LEAs and schools as we all transition to working under the new law.

## APPENDICES

Appendix	Title
A	Teacher and Paraprofessional Qualifications
B	Highly Qualified Teachers Definition
C	Scientifically Based Research Definition
D	Professional Development Definition
E	Duties of the LEA Homeless Liaison

## Appendix A - Teacher and Paraprofessional Qualifications

### **TITLE I — IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED**

#### **Part A — Improving Basic Programs Operated by Local Educational Agencies**

##### *Subpart 1 — Basic Program Requirements*

##### **SEC. 1119 QUALIFICATIONS FOR TEACHERS AND PARAPROFESSIONALS**

###### **(a) TEACHER QUALIFICATIONS AND MEASURABLE OBJECTIVES.—**

(1) IN GENERAL.—Beginning with the first day of the first school year after the date of enactment of the No Child Left Behind Act of 2001, each local educational agency receiving assistance under this part shall ensure that all teachers hired after such day and teaching in a program supported with funds under this part are highly qualified.

(2) STATE PLAN.—As part of the plan described in section 1111, each State educational agency receiving assistance under this part shall develop a plan to ensure that all teachers teaching in core academic subjects within the State are highly qualified not later than the end of the 2005–2006 school year. Such plan shall establish annual measurable objectives for each local educational agency and school that, at a minimum—

(A) shall include an annual increase in the percentage of highly qualified teachers at each local educational agency and school, to ensure that all teachers teaching in core academic subjects in each public elementary school and secondary school are highly qualified not later than the end of the 2005–2006 school year;

(B) shall include an annual increase in the percentage of teachers who are receiving high-quality professional development to enable such teachers to become highly qualified and successful classroom teachers; and

(C) may include such other measures as the State educational agency determines to be appropriate to increase teacher qualifications.

(3) LOCAL PLAN.—As part of the plan described in section 1112, each local educational agency receiving assistance under this part shall develop a plan to ensure that all teachers teaching within the school district served by the local educational agency are highly qualified not later than the end of the 2005–2006 school year.

###### **(b) REPORTS.—**

###### **(1) ANNUAL STATE AND LOCAL REPORTS.—**

(A) LOCAL REPORTS.—Each State educational agency described in subsection (a)(2) shall require each local educational agency receiving funds under this part to publicly report, each year, beginning with the 2002–2003 school year, the annual progress of the local educational agency as a whole and of each of the schools served by the agency, in meeting the measurable objectives described in subsection (a)(2).

(B) STATE REPORTS.—Each State educational agency receiving assistance under this part shall prepare and submit each year, beginning with the 2002–2003 school year, a report to the Secretary, describing the State educational agency's progress in meeting the measurable objectives described in subsection (a)(2).

(C) INFORMATION FROM OTHER REPORTS.—A State educational agency or local educational agency may submit information from the reports described in section 1111(h) for the purposes of this subsection, if such report is modified, as may be necessary, to contain the information required by this subsection, and may submit such information as a part of the reports required under section 1111(h).

(2) ANNUAL REPORTS BY THE SECRETARY.—Each year, beginning with the 2002–2003 school year, the Secretary shall publicly report the annual progress of State educational agencies, local educational agencies, and schools, in meeting the measurable objectives described in subsection (a)(2).

###### **(c) NEW PARAPROFESSIONALS.—**

(1) IN GENERAL.—Each local educational agency receiving assistance under this part shall ensure that all paraprofessionals hired after the date of enactment of the No Child Left Behind Act of 2001 and working in a program supported with funds under this part shall have—

(A) completed at least 2 years of study at an institution of higher education;

(B) obtained an associate's (or higher) degree; or

(C) met a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment

(i) knowledge of and the ability to assist in instructing, reading, writing, and mathematics; or

(ii) knowledge of and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.

(2) CLARIFICATION.—The receipt of a secondary school diploma (or its recognized equivalent) shall be necessary but not sufficient to satisfy the requirements of paragraph (1)(C).

(d) EXISTING PARAPROFESSIONALS.—Each local educational agency receiving assistance under this part shall ensure that all paraprofessionals hired before the date of enactment of the No Child Left Behind Act of 2001 and working in a program supported with funds under this part shall, not later than 4 years after the date of enactment, satisfy the requirements of subsection (c).

(e) EXCEPTIONS FOR TRANSLATION AND PARENTAL INVOLVEMENT ACTIVITIES.—Subsections (c) and (d) shall not apply to a paraprofessional—

(1) who is proficient in English and a language other than English and who provides services primarily to enhance the participation of children in programs under this part by acting as a translator; or

(2) whose duties consist solely of conducting parental involvement activities consistent with section 1118.

(f) GENERAL REQUIREMENT FOR ALL PARAPROFESSIONALS.—Each local educational agency receiving assistance under this part shall ensure that all paraprofessionals working in a program supported with funds under this part, regardless of the paraprofessionals' hiring date, have earned a secondary school diploma or its recognized equivalent.

(g) DUTIES OF PARAPROFESSIONALS.—

(1) IN GENERAL.—Each local educational agency receiving assistance under this part shall ensure that a paraprofessional working in a program supported with funds under this part is not assigned a duty inconsistent with this subsection.

(2) RESPONSIBILITIES PARAPROFESSIONALS MAY BE ASSIGNED.—A paraprofessional described in paragraph (1) may be assigned—

(A) to provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;

(B) to assist with classroom management, such as organizing instructional and other materials;

(C) to provide assistance in a computer laboratory;

(D) to conduct parental involvement activities;

(E) to provide support in a library or media center;

(F) to act as a translator; or

(G) to provide instructional services to students in accordance with paragraph (3).

(3) ADDITIONAL LIMITATIONS.—A paraprofessional described in paragraph (1)—

(A) may not provide any instructional service to a student unless the paraprofessional is working under the direct supervision of a teacher consistent with section 1119; and

(B) may assume limited duties that are assigned to similar personnel who are not working in a program supported with funds under this part, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

## Appendix B - Highly Qualified Teachers Definition

### TITLE IX — GENERAL PROVISIONS

#### PART A — DEFINITIONS

##### SEC. 9101. DEFINITIONS

(23) HIGHLY QUALIFIED- The term highly qualified' —

(A) when used with respect to any public elementary school or secondary school teacher teaching in a State, means that —

(i) the teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the requirements set forth in the State's public charter school law; and

(ii) the teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis;

(B) when used with respect to —

(i) an elementary school teacher who is new to the profession, means that the teacher —

(I) holds at least a bachelor's degree; and

(II) has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of the basic elementary school curriculum); or

(ii) a middle or secondary school teacher who is new to the profession, means that the teacher holds at least a bachelor's degree and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by —

(I) passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); or

(II) successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing; and

(C) when used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, means that the teacher holds at least a bachelor's degree and —

(i) has met the applicable standard in clause (i) or (ii) of subparagraph (B), which includes an option for a test; or

(ii) demonstrates competence in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that —

(I) is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;

(II) is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;

(III) provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;

(IV) is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;

(V) takes into consideration, but is not based primarily on, the time the teacher has been teaching in the academic subject;

(VI) is made available to the public upon request; and

(VII) may involve multiple, objective measures of teacher competency.



## **Appendix C - Scientifically Based Research Definition**

### **TITLE IX — GENERAL PROVISIONS**

#### **PART A — DEFINITIONS**

##### SEC. 9101. DEFINITIONS

(37) SCIENTIFICALLY BASED RESEARCH- The term scientifically based research' —

(A) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and

(B) includes research that —

- (i) employs systematic, empirical methods that draw on observation or experiment;
- (ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- (iii) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- (iv) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- (v) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
- (vi) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

## Appendix D – Professional Development Definition

### TITLE IX — GENERAL PROVISIONS

#### PART A — DEFINITIONS

##### SEC. 9101. DEFINITIONS

(34) PROFESSIONAL DEVELOPMENT- The term professional development' —

(A) includes activities that —

- (i) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
- (ii) are an integral part of broad schoolwide and district-wide educational improvement plans;
- (iii) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
- (iv) improve classroom management skills;
- (v)(I) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and  
(II) are not 1-day or short-term workshops or conferences;
- (vi) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;
- (vii) advance teacher understanding of effective instructional strategies that are —
  - (I) based on scientifically based research (except that this subclause shall not apply to activities carried out under part D of Title II); and
  - (II) strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
- (viii) are aligned with and directly related to —
  - (I) State academic content standards, student academic achievement standards, and assessments; and
  - (II) the curricula and programs tied to the standards described in subclause (I) except that this subclause shall not apply to activities described in clauses (ii) and (iii) of section 2123(3)(B);
- (ix) are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
- (x) are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
- (xi) to the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
- (xii) as a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
- (xiii) provide instruction in methods of teaching children with special needs;
- (xiv) include instruction in the use of data and assessments to inform and instruct classroom practice; and
- (xv) include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and

(B) may include activities that —

- (i) involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
- (ii) create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under part A of Title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
- (iii) provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom.

## **Appendix E – Duties of the LEA Homeless Liaison**

### **TITLE X — REPEALS, REDESIGNATIONS, AND AMENDMENTS TO OTHER STATUTES**

#### **Part C — Homeless Education**

SEC. 722. GRANTS FOR STATE AND LOCAL ACTIVITIES FOR THE EDUCATION OF HOMELESS CHILDREN AND YOUTHS.

(g) STATE PLAN-

(6) (A) DUTIES- Each local educational agency liaison for homeless children and youths, designated under paragraph (1)(J)(ii), shall ensure that —

- (i) homeless children and youths are identified by school personnel and through coordination activities with other entities and agencies;
- (ii) homeless children and youths enroll in, and have a full and equal opportunity to succeed in, schools of that local educational agency;
- (iii) homeless families, children, and youths receive educational services for which such families, children, and youths are eligible, including Head Start and Even Start programs and preschool programs administered by the local educational agency, and referrals to health care services, dental services, mental health services, and other appropriate services;
- (iv) the parents or guardians of homeless children and youths are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;
- (v) public notice of the educational rights of homeless children and youths is disseminated where such children and youths receive services under this Act, such as schools, family shelters, and soup kitchens;
- (vi) enrollment disputes are mediated in accordance with paragraph (3)(E); and
- (vii) the parent or guardian of a homeless child or youth, and any unaccompanied youth, is fully informed of all transportation services, including transportation to the school of origin, as described in paragraph (1)(J)(iii), and is assisted in accessing transportation to the school that is selected under paragraph (3)(A).

# ATTACHMENTS

Attachment	Title
#1	Program Summary – Fact Sheet for NCLB Programs
#2	NCLB Allocations for the 2003 Fiscal Year memo
#3	Guidance for the NCLB Interim LEA Consolidated Plan
#4	FY2003 Small Rural School Achievement Program (SRSA) Eligible LEAs
#5	Title II-A Needs Assessment Results Form
#5A	Title II-A Improving Teacher Quality Planning Matrix
#6	Title V-A Participation and Planned Allocation of Funds
#7	Letter from the Director of Compensatory Education Programs
#8	NCLB Consolidated Fiscal Application